

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- ☐ Teacher has a learning goal posted so that all students can see it
- ☐ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- ☐ Teacher makes reference to the learning goal throughout the lesson
- ☐ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- ☐ Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- ☐ When asked, students can explain the learning goal for the lesson
- ☐ When asked, students can explain how their current activities relate to the learning goal
- ☐ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors for evidence of the majority of students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- ☐ Teacher has established routines for student grouping and student interaction in groups
- ☐ Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence

- ☐ Students move to groups in an orderly fashion
- ☐ Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale Levels: (choose one)

☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Organizes students into small groups to facilitate the processing of new knowledge for the majority of students and monitors for evidence of group processing.	Organizes students into small groups to facilitate the processing of new knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Organizing students to interact with new knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- ☐ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- ☐ When asked, students explain how the group work supports their learning
☐ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Organizes students into groups to practice and deepen their knowledge and monitors for evidence of the extent to which the group work extends the majority of students' learning.	Organizes students into groups to practice and deepen their knowledge, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Organizing students to practice and deepen knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

- ☐ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- ☐ Students perform the skill, strategy, or process with increased confidence
- ☐ Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	When content involves a skill, strategy, or process, engages students in practice activities and monitors for evidence of the extent to which the practice is increasing the majority of students' fluency.	When content involves a skill, strategy, or process, engages students in practice activities, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Practicing skills, strategies, and processes	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

23. Providing Students with Resources and Guidance*

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence

- ☐ Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- ☐ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- ☐ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ☐ When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors for evidence of the extent to which the majority of students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Providing resources and guidance	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- ☐ Teacher uses wait time
- ☐ Teacher uses response cards
- ☐ Teacher has students use hand signals to respond to questions
- ☐ Teacher uses choral response
- ☐ Teacher uses technology to keep track of students' responses
- ☐ Teacher uses response chaining

Student Evidence

- ☐ Multiple students or the entire class responds to questions posed by the teacher
- ☐ When asked, students can describe their thinking about specific questions posed by the teacher

Scale Levels: (choose one)

- ☐ Highly Effective + ☐ Highly Effective ☐ Effective ☐ Needs Improvement/Developing ☐ Unsatisfactory ☐ Not Applicable

Scale	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Managing response rates	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses response rate techniques to maintain student engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged.	Uses response rate techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Managing response rates	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

37. Exhibiting Rapport and Understanding with Students*

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence

- ☐ Teacher compliments students regarding academic and personal accomplishments
- ☐ Teacher engages in informal conversations with students that are not related to academics
- ☐ Teacher uses humor with students when appropriate
- ☐ Teacher smiles, nods, (etc) at students when appropriate
- ☐ Teacher puts hand on students' shoulders when appropriate

Student Evidence

- ☐ When asked, students describe teacher as someone who cares for them
- ☐ Students respond to teachers verbal interactions
- ☐ Students respond to teachers nonverbal interactions

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors for evidence of the quality of relationships in the classroom among the majority of students.	Uses verbal and nonverbal behaviors that indicate caring for students, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

40. Asking Questions of All Students*

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Teacher Evidence

- ☐ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- ☐ Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence

- ☐ When asked, students say the teacher expects everyone to participate
- ☐ When asked, students say the teacher asks difficult questions of every student

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors for evidence of the quality of participation of the majority of students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Asking questions of low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

41. Probing Incorrect Answers with All Students*

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Teacher Evidence

- ☐ Teacher asks low expectancy students to further explain their answers when they are incorrect
- ☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ☐ Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- ☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

- ☐ When asked, students say that the teacher won't "let you off the hook"
- ☐ When asked, students say that the teacher "won't give up on you"
- ☐ When asked, students say the teacher helps them answer questions successfully

Scale Levels: (choose one)

- ☐ Highly Effective +
 ☐ Highly Effective
 ☐ Effective
 ☐ Needs Improvement/Developing
 ☐ Unsatisfactory
 ☐ Not Applicable

Scale

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors for evidence of the level and quality of responses of the majority of students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students, but the majority of students are not monitored for the desired effect of the strategy.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Highly Effective +	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
Probing incorrect answers by low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?